

## CONFERENCE PROGRAM

MONDAY 20 JUNE 2022	
8.00 AM – 8.45 AM	REGISTRATION
8.45 AM – 9.55 AM	SESSION A
9.55 AM – 10.20 AM	MORNING TEA AND EXHIBITION
10.20 AM – 11.30 AM	SESSION B
11.30 AM – 11.50 AM	BREAK AND EXHIBITION
11.50 AM – 1.00 PM	SESSION C
1.00 PM – 1.50 PM	LUNCH AND EXHIBITION
1.50 PM – 3.00 PM	SESSION D
3.15 PM – 4.30 PM	NETWORKING HOUR

## CONFERENCE FEES

**\$288 Members | \$360 Non Members | \$100 Student Members**

**REGISTRATIONS ARE NOW OPEN>> [Register here](#)**

With thanks to our partners for their ongoing support



**A01 INTRODUCTION TO STRENGTH AND CONDITIONING AND TRAINING PROGRAMS (Practical)**

*Dr Lachlan James, La Trobe Sport and Exercise Science*

Do you want a better understanding of how to teach strength and conditioning, as well as the use of training programs for students in year 10 to VCE PE?? Come along and learn from the La Trobe Exercise Science Department on how to best utilise your facilities and teach these concepts. Explore training methods and training principles and how they are applied to the fitness components and associated training methods. This session will include how to teach strength exercises safely in your classroom and prepare students to write training programs.

**A02 VCE HHD: PROGRESS FROM MATERNAL AND CHILD HEALTH PROJECTS IN ETHIOPIA AND NEPAL BY INTERNATIONAL NEEDS AUSTRALIA (Workshop)**

*Corlien Heijen, International Needs Australia*

This interactive workshop focuses on real life progress from projects in Ethiopia and Nepal run by the international aid and development organisation, International Needs Australia. Using real life data and videos from Maternal and Child Health projects in Ethiopia and Nepal this session also includes hands on learning activities about the health implications of those living in these areas. Join in and experience how factors including housing conditions, water scarcity, food and nutrition are experienced and can be demonstrated to students. This session will further student understanding of how health projects have an impact on progress towards the Sustainable Development Goals.

**A03 UNPACKING THE ACTIVE SCHOOLS FRAMEWORK (Workshop)**

*Sam Downward, Active Schools*

This applied session will unpack the 6 priority areas of the Victorian Department of Education (VDE) Active Schools Framework and outline a clear strategy your school can apply as you move towards improving the activity opportunities and outcomes for your students. You will receive access to an Audit Tool and Action Plan template currently being effectively used in over 300 Victorian schools along with resources and case studies you can use to inform your school. Leave this workshop armed with the tools to make a difference in your school.

**A05 INVASION GAMES TO ENGAGE AND EXCITE (Practical)**

*Ben Shelton, Parade College*

Many PE programs utilise invasion games as a major part of their program. Each of these sports have common tactical concepts which can be taught in a variety of forms. These can provide a deeper level of learning for your students and can be applied across a range of activities. Get ready to practically explore game sense methodology through small-sided games which provide the basis for the teaching of these concepts.

**A06 TRAUMA INFORMED PRACTICES IN THE PE CLASSROOM (Workshop)**

*Rebecca Harris, Carlton Primary School*

This session will include an introduction to trauma, with a focus on how trauma impacts learning and self-regulation, what it looks like in the classroom, and what we can do about it. We will discuss the powerful ways that students can learn about their own nervous systems and self-regulation in a trauma-informed Health and PE classroom.

**A07 'HIIT ING THE MARK' – UNPACKING HIIT TRAINING PRACTICALLY (Workshop/Practical)**

*Chris Clark, VCAA and Monique Sharp, Melbourne Girls' Grammar*

This session is designed to unpack the recent VCAA HIIT support material update. Students are increasingly exposed to many variations of 'HIIT' training which can complicate the teaching and learning of this training method. This session aims to simplify the translation of knowledge by focusing on what students really need to do, say and write. Ideas will be included on how you can effectively and efficiently deliver this key knowledge to students through practical activity.

**A08 RE-EXAMINING THE 4-GAME CLASSIFICATION FRAMEWORK (Lecture)**

*Dr Justen O'Connor, Monash University*

For a while now HPE has been somewhat fixated on the 4-Game classification frame as a basis for models- and games-based approaches (invasion; net/wall; striking/fielding; target games). Consequently, teachers can find themselves teaching competitive tactics in net-wall games to learners who may not be that interested and likely won't use them outside of PE. The way people participate in sport globally has been changing for some time, COVID has accelerated that change and HPE needs to catch up. This presentation unpacks participation trends and argues for an expansion of sport classification that opens HPE up to more meaningful learning opportunities.

**B01 ENERGY SYSTEMS AND LAB TESTING EXPERIENCE****(Practical)***Kate Perry, La Trobe Sport and Exercise Science*

This session will explore the physiology of energy systems using theory as well as practical activities to showcase energy system interplay. This practical workshop will showcase how you can help students better apply key knowledge and key skills of VCE Physical Education Unit 3 AOS 2: How does the body produce energy. Spend time in groups participating in lab-based activities and collecting data to use in analysing how the major body and energy systems work and unpacking teaching strategies to link to the theory. You will leave with a range of innovative ideas to use within your classroom as well as suggestions for how to break down content for your students.

**B02 VCE HHD FOCUS GROUP FOR THE NEW STUDY DESIGN****(Workshop)***Chris Clark, VCAA*

This session provides an opportunity for VCE Health and Human Development educators to be involved in a small focus group. In 2021 a monitoring survey was conducted by the VCAA where all schools and teachers had the chance to provide feedback on the direction of the course. In 2022 applications were sought to become a member of an Expert Review Group to unpack this data and provide direction for the upcoming review in 2023. This session will give teachers the chance to discuss the initial topics of interest brought up within the ERG.

**B03 TARGET GAMES: A DIFFERENT LENS (Practical)***Ben Clark, Gleneagles Secondary College and Andy Rae, Keysborough Secondary College*

Target games can be a tricky theme to address as without the same variety of sports to draw from as we might see in other themes, we can quickly exhaust our repertoire. This practical workshop will take you through a variety of fast paced target games steered towards fostering game understanding through 'targeted' questioning, team collaboration and maximum engagement.

**B04 BLENDING MODELS OF PRACTICE: TPSR, GAME SENSE IN A NET AND WALL GAME (Workshop/Practical)***Rick Baldock, ACHPER SA*

When examining various models of practice in Physical Education teachers are often left with the impression that they need to adhere to a model so that its fidelity is maintained. For the practitioner, however, they are often seeking a more pragmatic approach that will engage learners and enhance student achievement. This session will provide a brief overview of these models and then provide time for attendees to discuss how these models can be best blended to enhance student learning. This session will be especially useful for those wanting to renew their PE planning and the way in which they structure units of work and lessons.

**B05 ENTHUSIASTIC CONSENT (Workshop)***Sexual Health Victoria*

Abstract

**UNAVAILABLE****B06 CREATING BODY CONFIDENT SCHOOLS (Workshop)***Dr Zali Yager and Dr Georgie Buckley, Body Confident Collective*

In this interactive and experiential session, we present recommendations for school practice in relation to body image, weight, and health, as informed by the latest research and evidence, and the lived experiences of young people. We will discuss opportunities for embedding a whole school approach, including parent information, policies and procedures, and creating a culture that is supportive, welcoming, and inclusive. Specific evidence-based programs for curriculum will be provided, alongside guidance for potentially harmful activities to avoid in Health and Physical Education.

**B07 TRIBALL – REVOLUTIONISING LACROSSE IN SECONDARY SCHOOLS (Practical)***Kade Robinson, Lacrosse Victoria*

Did you know Lacrosse has an exciting, new game format that is super easy for teachers and students to learn? This practical session will guide Secondary teachers through engaging, game-based activities to teach the basic skills and rules of TriBall Lacrosse. Register today if you want to increase engagement and 'even the playing field' with this non-mainstream invasion game!

**B08 ATHLETE DEVELOPMENT PROGRAMS AND SPORT PARTNERSHIPS (Interactive workshop)***Alastair Doherty, Western United*

If your school is looking to develop an Athlete Development Program/High Performance Pathway for its students, there are many questions that need to be looked into that may include how to develop positive relationships with local clubs and beyond. This session is aimed to look at what benefits can come from forming partnerships with sporting partners, ranging from – Expert Advice, Additional Resources, Facility Tours, Professional Development and Volunteer Opportunities.

**C01 APPLICATION OF BIOMECHANICAL PRINCIPLES (Practical)***La Trobe Exercise Science Team*

This session will focus on developing your understanding and confidence in teaching VCE PE Unit 3. This hands-on practical session will dive into skill acquisition and biomechanical principles using a range of practical tasks to demonstrate these concepts in action. We will explore how these principles can be applied to improve and refine human movement. You will be provided with ideas on how to deliver the content through practical activities.

**C02 HHD UNIT 2 TEACHING AND LEARNING ACTIVITIES****(Workshop)***Laura Blackson and Belinda Moss, Cranbourne East Secondary College*

This workshop will focus on implementing engaging teaching activities for the 21st century learner. The activities presented will have a strong focus on Unit 2, but these activities are flexible, and can be adapted to suit your learners' needs. Participant involvement is encouraged as the workshop will involve active learning.

**C03 TEACHING NET/WALL WITH A GAME SENSE APPROACH****(Practical)***Sarah Green and Jon Watson, Tennis Victoria*

A Game Sense approach in physical education places the game at the heart of the session. It encourages the player to develop skills in a realistic context, to become more tactically aware, to make better decisions and to have more fun. Applying the Game Sense approach, this practical workshop will identify generic tactical problems and solutions within net/wall sports through focusing on a variety of tennis games and play practices. These games will form the foundation for enhanced game understanding and performance in other sports in the net/wall category and broaden your teaching repertoire of net/wall games.

**C05 WELLBEING BY DESIGN (Workshop)***Meg Durham, Open Mind Education*

'Taking care of yourself requires your active participation – it's not a spectator sport.' In this interactive and thought-provoking session, Meg Durham will share practical ways to manage your energy when you're feeling exhausted and overwhelmed by the never-ending demands of school life.

**C06 DRIVING INTEGRATED CURRICULUM THROUGH ASSESSMENT (Workshop)***Dr Josh Ambrosy, Federation University*

Research shows that integrated curriculum structures are better at engaging middle year learners. Yet the traditions and forms of secondary schools often make such praxis difficult to implement. In this interactive workshop, we will discuss the benefits of an integrated approach to curriculum and consider how assessment can help to drive such reform in schools.

**C07 BRIDGING THE GAP BETWEEN FMS ACQUISITION TO SPORT SPECIFIC SKILLS (Practical)***Jo Ritson and Greg Schneiders, ACHPER Victoria*

Not only is FMS proficiency an important antecedent to sport-specific movement skills, but to lifelong physical activity engagement. Whilst practising 'specialised movement skills' is the outcome at Levels 5 and 6 of VC:HPE, have students missed this acquisition due to the pandemic? In this session, we explore practical ideas to help bridge this gap and support students FMS competency at Levels 7+.

**C08 A THEMATIC APPROACH TO GAME-BASED LEARNING****(Workshop/Practical)***Rick Baldock, ACHPER SA*

A thematic approach for Physical Education enables the teaching and learning of game concepts and strategies that are transferrable between sports. This approach has piqued the interest of many Health and Physical Education teachers through their engagement with the Victorian Curriculum F-10: HPE and in particular the Achievement Standard for Years 9 and 10 that requires students to demonstrate how they can, apply and transfer movement concepts and strategies to new and challenging movement situations." Similarly, the Content Descriptors require teachers to plan for student learning where they "Transfer understanding from previous movement experiences to create solutions to movement challenges." The Australian game-based approach of Game Sense has the capacity to provide an ideal instructional practice for teachers to facilitate a thematic curriculum and the transfer of movement concepts and strategies, using the organisational feature of the four game categories: invasion; net, court and wall; striking and fielding; target. This workshop will introduce the principles of play including movement concepts and strategies across the four game categories.



**D01 VCE PHYSICAL EDUCATION FOCUS GROUP (Workshop)***Chris Clark, VCAA*

This session provides an opportunity for VCE Physical Educators to be involved in a small focus group. In 2021 a monitoring survey was conducted by the VCAA where all schools and teachers had the chance to provide feedback on the direction of the course. In 2022 applications were sought to become a member of an Expert Review Group to unpack this data and provide direction for the upcoming review in 2023. This session will give teachers the chance to discuss the initial topics of interest brought up within the ERG.

**D02 INVASION GAMES: A GAME SENSE APPROACH TO DELIVERY (Practical)***Alastair Doherty, Western United*

This session is to help the teacher understand how to keep students active, engaged and learning during the delivery of invasion game modules. The Game Sense approach to delivery places and emphasis on fun, playing, decision making, communication, collaboration and creating inclusive and challenging environments.

**D03 DELIVERING CRICKET THROUGH STRIKING AND FIELDING GAMES (Practical)***Sean de Morton, Cricket Australia and Owen Hulett and Jason Webb, Cricket Victoria*

This session will further develop your understanding of how to best use cricket as a vehicle for delivering Striking and Fielding Games through the Game Sense Approach to teaching and learning. Key game concepts and skills will be applied through a range of engaging games and activities that can be used to achieve outcomes in Striking and Fielding Game Units.

**D05 SEXUAL CONSENT, SEXTING AND THE LAW (Workshop)***Jacinta Maloney and Mark Tregonning, Victoria Legal Aid*

Explore the law regarding sexual consent and age of consent as it relates to young people, as well as their legal rights and responsibilities with producing, possessing, and distributing intimate images. Expand your knowledge and gain practical tools to use in the classroom, mapped to the HPE curriculum.

**D06 DRAFT VICTORIAN 7–10 OUTDOOR EDUCATION CURRICULUM (Discussion)***Panellists include Josh Ambrosy, Andrew Monson, Andrew Knight, John Quay and Greg Schneiders*

Currently outdoor education does not exist as a learning area within the Victorian Curriculum F–10. This is despite many years of advocacy from academics, teachers, and peak bodies alike. The “Outdoor Education in the Victoria Curriculum Project” is a joint initiative of Outdoors Victoria, ACHPER, the ROSA network and Victorian universities. This group have developed a draft curriculum document that is proposed to sit as an option in years 7–10 (distinct from PE and Health), within the current Health and Physical Education Learning. In this interactive panel discussion, members of the working group will share key aspects of the project and present the current curriculum draft to seek your feedback, with the aim of continuing to improve this curriculum draft.

**D07 SECONDARY STUDENTS AND RISK-TAKING BEHAVIOURS AROUND WATERWAYS (Workshop)***Kaitlyn Greenhill, Life Saving Victoria*

Life Saving Victoria will discuss the recent research and findings of the case study based on risk-taking behaviours of secondary-aged students around waterways. Learn about engaging and important programs your school can undertake, based on this case study, to prepare your students for aquatic experiences.

**D08 ACTIVE RECREATION IN SECONDARY SCHOOLS (Workshop)***Sam Barrow and Bernie Holland, Active Schools*

The Active Schools Framework involves a whole school approach to physical activity and includes Active Recreation. To find a solution to the inactivity levels of our kids, a multifaceted effort is needed. This interactive workshop will cover the WHAT, WHY, HOW, WHEN and WHERE of Active Recreation in the school setting. Our goal is for you to walk away with some exciting ways to get students moving. Come as you are and leave thinking a little bit differently.

**D09 ASSESSMENT PLANNING AND GUIDANCE (Workshop)***Rena Fraser and Laura Widdowson, ACHPER Victoria*

This session will look at the concept and importance of assessment and how it links to planning, instruction and student feedback. Teachers will unpack the Victorian Curriculum and look at how the content descriptors drive assessment. A variety of formative and summative approaches to assessment will be discussed and delegates will workshop their current planning documents to develop explicit learning intentions, assessment tools and rubrics to ensure their assessments are purposeful, explicit, transparent, and sequential.

Join other delegates, presenters and ACHPER staff for a wind down before you head home.  
There will be refreshments along with the opportunity to network and share.